# Montana Schools

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*Belgrade Students Discover From Senior Citizens*

# History Is Alive

Senior citizens are making history come to life for fifth graders at Belgrade Elementary School by participating in interviews with the students. The worlds of journalism and the past are explored by students who assume the roles of reporters and historians when they turn-on their tape recorders and begin questioning.

Pam Tackle, Belgrade fifth grade teacher, initiated the program in her classroom last year after she learned about the idea at a workshop, sponsored by the Gallatin County Teacher Center. Tackle said the project is based on the original Foxfire technique of student-community interviews.

The Foxfire magazine project was developed by Eliot Wigginton, high school teacher at the Rabun Gap-Nacoochee School in the Appalachians, as a way of preserving the history and culture of the area.

Wigginton has written of the importance of immortalizing the past in words, as it is revealed through older generations:

*. . . since these grandparents were primarily an oral civilization, information being passed through the generations by word of mouth and demonstration, little of it is written down. When they're gone, the magnificent hunting tales, the ghost stories that kept a thousand children sleepless, the intricate tricks of self-sufficiency acquired through years of trial and error, the eloquent and haunting stories of suffering and sharing and building and healing and planting and harvesting—all these go with them, and what a loss.*

Wigginton has also defined who should be the researchers for uncovering this information:

*If this information is to be saved at all, for whatever reason, it must be saved now; and the logical researchers are the grandchildren, not university researchers from the outside. In the process, these grandchildren (and we) gain an invaluable, unique knowledge about their own roots, heritage, and culture. Suddenly they discover their families—previously people to be ignored in the face of the seventies—as pre-television, pre-automobile, pre-flight individuals who endured and survived the incredible task of total self-sufficiency, and came out of it all with a perspective on ourselves as a country that we are not likely to see again. They have something to tell us about self-reliance, human interdependence, and the human spirit that we would do well to listen to.*

And, this is what the Belgrade fifth graders are doing—becoming researchers and learning about the past.

The students interview members of the Belgrade Friendship Club, a senior citizens group, who voluntarily offer their time and tales to the younger people. The question-answer session covers topics ranging from school dress and conduct to modes of transportation in yesteryears. Students' questions are open-ended (requiring more than a simple "yes" or "no" answer), well-formulated and prepared, and they stimulate discussions which inevitably lead to unsolicited, interesting, and often amusing stories and responses.

Tackle said her students study the techniques of interviewing in class before covering the assignment. "I remind the students to look at the person and be interested," she said. Each student also prepares for the interview by writing six questions as a homework assignment. From these questions, a final interview-question sheet is developed.

After the basics of reporting are mastered, the real task begins—groups of three or four fifth graders converse with the senior citizens.

Dorothy Reichman, a retired Montana teacher, said the senior citizens enjoy the project because they "like to tell what it was like." Reichman, who first embarked on a teaching career when she was 47, taught English for 17 years in many Montana schools, including Wilsall, Park City, Grass Range, Ingomar and Forsyth. As a member of the Belgrade Friendship Club, Reichman helped coordinate the history and language arts project.

Not only do the senior citizens obtain pleasure from the class assignment, but also the students reap numerous benefits. "It's interesting to learn how different things were," said fifth grader Leslie Boughton.

Student Andy Jacobsen claims that the experience "gives you a chance to see how the olden days were." One senior citizen told teacher Pam Tackle, "I don't know who enjoyed it more—them or me."

The lesson does not end when students leave the Friendship Club, since they must then transcribe and transform the tapes into a book which is presented to the senior citizens.

Tackle said, "Some students write every single word on the tape, and others listen to the entire tape, then write the book from memory."

"One group forgot to plug-in the tape recorder," Tackle said, "but they sat down and wrote as soon as they returned to the classroom and their project turned-out ok."

The assignment doesn't end with the book, according to Tackle. She said that many of the students who have no associations with grandparents are adopted by senior citizens. Other classroom projects also arise from the newly-established contacts at the friendship club. For example, Tackle asked Mr. Dillon, a senior citizen in the community, if he would show his rodeo slide show to the class sometime.

**Mr. Forsyth relates tales of yesteryears to Scott Lennemann.** ▲

**Louis Reichman listens carefully to a question posed by Andrea Vergith during a personal interview.** ▼

The lesson doesn't end here for the students either. They'll always have their newly attained knowledge of days goneby, and now they've discovered a pleasant way to learn history and language arts—thanks to their teacher and Belgrade senior citizens. ★

# PRIME TIME

## Community Education

**The Problem of Funding**

In these times of tight budgets, declining enrollments and school closings, school districts have trouble allocating even a small amount of money to the additional personnel requirements of beginning a community education program. One of the problems is that word, "program." How often, these days, can we justify yet another program? Those districts which have redesignated some or all of their schools as "community schools" would tell you that they have not added a program at all, but rather have incorporated community education into their educational philosophy and see the change as a survival measure. Still, the cost of adjustments must come from somewhere. There are several publications devoted to sources of funding for community education. However, as anyone seeking funding to support any endeavor could verify, outside sources such as federal and foundation grants are hard to get, tedious to apply for, and often have requirements that don't quite fit the intended purpose. A study of the way existing community schools are actually financed may provide some encouraging suggestions. In October, the Oregon Community Education Center completed a funding survey of community schools in that state. While CETA funds were 6.3 percent of the funding sources, only 1.5 percent came from all other federal funds. Fifty percent of the support for community schools was from school district budgets, and an additional 25.5 percent was from city budgets. Even though only 7.5 percent of the money came from other public agencies, the contributions by those agencies and civic organizations in the form of services, programs, and volunteer assistance is well-known. The dollar value of volunteer services was dramatically illustrated by Salem Superintendent of Schools, Bill Kendrick, who estimated that the 4,000 volunteers in Salem schools in 1979 provided $2½ million worth of services.

The U.S. Department of Education states there are more than 8,000 community schools in operation in this country. There are not statistics to show how they are funded, but if Oregon's community schools are 92 percent locally funded, there is a good chance it is a pattern typical of the rest of the country.

A quick look at five other states reveals the following sources of start-up and continuation funding for community education: school district budget; county; inter-faith association; CETA; foundation seed grant, charge for use of facilities, Federal Emergency Aid School Assistance Program; city budget; pre-school education grant; fund raising activities; tuition and fees; district and city recreation funds; and United Way fees.

*—Kathy Mollohan*
*consultant*
*School/Community*

## SCHOOL FOODS

**Livingston**

Since the fall of 1979, students and faculty at Park County High School have enjoyed something special in school food service. Superintendent Dr. Lewis Simpson said, "We wanted the kind of program that attracted students and encouraged them to enjoy a wholesome meal at school rather than running downtown." Mrs. Ebert, who is in charge of food service, has accomplished this by offering a variety of interesting foods kids like.

Mrs. Ebert sends over 800 meals to satellite schools every day and provides a variety of meals at the high school. The standard lunch line features a choice of foods that allow students to choose rather than refuse.

The a la carte line offers many of the foods for which students could pay much more downtown. The foods offered include fruit and vegetable juices, pizza slices, a variety of sandwiches, yogurt and a myriad of other foods. The profit from this line helps offset rising costs in the lunch room.

Mrs. Ebert has also set aside small areas in the cafeteria for "meet and eat." Students reserve areas for club meetings during lunch. The "travel bag" is available to all student groups leaving school before noon. The lunch costs 90 cents and consists of two large sandwiches, two cartons of milk, celery and carrot sticks, fruit and either cheese sticks or hard boiled eggs. Athletic, drama, band and cheerleaders are some of the groups using the travel bag. "It sure saves on the budget" said one coach.

One final segment may soon be added. "We are definitely considering the breakfast snack program," said Mrs. Ebert as she straightened a stack of trays. "some kids really can use it and others like it for a change. I think it's a good idea."

*—Bris Skiles*
*Manager*
*School Food Services*

## The English Bulletin

Our educational system reflects society's concerns and students are often motivated by a competitive spirit. Yet, many times the unsuspecting student or naive teacher may fall prey to what the National Association of Secondary School Principals calls "schemes designed to enrich a promoter at the expense of students or their parents." This organization has put together an "Advisory List of National Contests and Activities" which gives programs that, in the opinion of the Association, are "educationally sound."

From this list and the examination of many other contests, a resource sheet has been developed for Montana educators on contests that involve one or more of the language arts skills. If you would like a copy of this resource sheet, call the educational hotline, 1-800-332-3402.

The Montana Association of Teachers of English and this consultant submitted a resolution proposal to the National Council of Teachers of English asking NCTE to "develop a position statement providing guidance to contest sponsors." The resolution passed and this year a committee will develop such a statement. It will not change contests overnight, and its recommendations will not be required, but it will help provide guidance to help "contest sponsors develop specific criteria on which entries should be based" and to appoint qualified judges.

One contest that already incorporates both of those ideas is the NCTE Achievement Awards in Writing. Now underway, this program is for high school students throughout the U.S. Materials describing the programs and nomination blanks have been mailed to high school English department leaders, who arrange for their schools to participate and gain national recognition for their top student writers.

Results of the judging are announced in October of each year, and the names and schools of the 800 students selected for recognition are published in a booklet.

The 1980 Achievement Award Winners for Montana were Kevin Douglas Hunt, Bozeman High School; Lorraine Lamey, Billings High School; Marianne G. Rooney, Great Falls High School and Dennis Leroy Stiles, Belgrade High School. These students, their teachers and their school districts are to be commended.

Additional materials for the Achievement Awards competition and further information may be obtained by writing Achievement Awards in Writing, NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

*—Claudette Johnson*
*consultant*
*English/Language Arts*

## gifted & talented

The Office of Public Instruction has awarded three year grants for planning, identification and implementation of gifted and talented programs to the following districts: Alberton, Colstrip, Frenchtown, Helena Flats, Libby, Manhattan, Ronan, Superior and Turner.

These grant monies were available under the Minimum Grant Awards from the Office of Gifted & Talented, Washington, D.C.

One year grants in gifted and talented education were awarded to Billings, Evergreen, Glendive, Helena, Kalispell, Livingston, Mountain View/Roosevelt Schools and Monforton.

Many of these districts will be offering inservice training to their teachers. If you are interested in participating, please call the individual district.

**Mark Your Calendar**

Montana Conference on Gifted & Talented, sponsored by the Association for Gifted & Talented Education, May 8-9, Outlaw Inn, Kalispell. For more information contact Gail Hanninen, 755-8000, Kalispell, or Nancy Lukenbill, Office of Public Instruction, toll free hotline 1-800-332-3402.

Inservice training workshop on Gifted Education, Billings School Dist., March 18-20, Rocky Mountain College campus. Various topics on educating gifted and talented students will be presented. For more information contact Fran McDermott, 3147 Marguerite Blvd., Billings 59102, 656-9230 or Stephanie Hunt, 2816 Lynwood, Billings 59102, 656-9385.

*—Nancy Lukenbill*
*consultant*
*Gifted & Talented*

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# OPI CLASSIFIEDS

### Cooperative Education Grants Awarded to Colleges & Universities

The U.S. Department of Education has awarded funds to four colleges and universities in Montana for the support of a Federal program which allows students to alternate periods of academic study with periods of related employment. Cooperative Education grants for fiscal year 1980-81 were made to Montana College of Mineral Science and Technology in Butte, $39,432; Montana State University, $130,323; Northern Montana College in Havre, $62,704, and University of Montana, $52,521.

Under the program, participating colleges arrange with outside employers to hire students at current pay rates. Students work in areas that closely correspond with their major fields of study, reinforcing classroom learning with career experience while at the same time earning financial support.

### "Preparing Today's Youth For Tomorrow's Family" Workshop

"Preparing Today's Youth For Tomorrow's Family," a workshop featuring Dr. Sol Gordon, will be presented in Butte, Feb. 23, at the TraveLodge-Copper King Inn. The workshop agenda includes these topics: "Coming to terms with your own sexuality," "Parents as sex educators of their own children," and "The role of school and community in sex education of children."

Dr. Gordon is Professor of child and family studies and Director of the Institute for Family Research and Education, a program of Syracuse University's College for Human Development.

For more information or pre-registration, contact Becky Harrington, Director, Family Service Center, 25 W. Front St., Butte 59701, 723-8262.

### "The National Health Quiz"

The broadcast of "The National Health Quiz," a health self-evaluation special, is scheduled for Sunday, Feb. 15 at 8 p.m. on PBS.

Hosted by Cheryl Tiegs and Peter Graves, "The National Health Quiz" is a 60-minute health self-evaluation special based on the concept of prospective medicine. The program will show viewers how to evaluate their health by determining their risks to the four leading causes of death and by calculating their body age.

### Yellowstone Institute Seminars

The Yellowstone Institute, formed in 1976 in response to increased interest in the natural history of the Yellowstone eco-system, is offering a wide variety of field seminars. The seminars cover wildlife, geology, birds, plants, fishing, watercolors, photography and history. Also offered are five-day pack trips and a five-day canoe trip. Fees for courses average $20 per day, but one-day courses for children are $10. For details write Director Rick Reese, 555 S. Roberts, Helena 59601 or The Yellowstone Institute, Box 515, Yellowstone National Park, WY 82190.

### Job Exchange Registry Service

The Job Exchange Registry Service is now offering services to teachers and other professions who are ready for a sabbatical or temporary job change. Job Exchange is a national and international registry for professionals who wish to keep their present jobs while engaging in a temporary job in another part of the world. The service places professionals who are seeking a temporary job exchange in contact with each other.

To join the Job Exchange Registry, write for information and a registration form to Job Exchange, Box 1502, Kingston, Ontario, Canada K7L 5C7.

### Closet Writers

The Literature Program of the National Endowment for the Arts is accepting applications for its Fellowships for Creative Writers. Fellowships are awarded by the Arts Endowment to published creative writers of exceptional talent to enable them to set aside time for writing, research to travel, and, generally, to advance their careers. This year, fellowships of $12,500 each will be awarded to writers of poetry, fiction, creative prose, and writers of creative scripts for radio, television and film.

Guidelines and application forms are available from the Literature Program. Eligible writers should contact the Program as soon as possible to obtain the necessary forms and information relating to application procedures. Please call or write Nate Johnson, Program Specialist, Literature Program, National Endowment for the Arts, Washington, D.C. 20506.

### Nutrition Education Resources

The Nutrition Education Consultant has a variety of nutrition education resources available for loan. These include Nutrition Education K-6 Activity Guide, filmstrips, lesson plans, kits with teacher guides and activity sheets, games and the National Dairy Council sequential program "Food—Your Choice," which includes a kit for grades 1 through 7. The school district is responsible for return postage for the filmstrips and kits.

### Drama Expert Featured In UI Summer Workshop

An international authority on the use of drama in education will lead a three-week summer workshop on the subject at the University of Idaho, July 6-24.

Dorothy Heathcoate, professor of drama at University of Newcastle-Upon-Tyne, England will train elementary, secondary and special education teachers in the use of her techniques during the session. For information about course content, contact Dr. Fred Chapman, Theatre Arts Department, University of Idaho, Moscow, ID 83843. For information about fees and arrangements, contact University Continuing Education, University of Idaho, Moscow, ID 83843, (208) 885-6486.

### "ThinkAbout"

"ThinkAbout," a classroom video series designed to help develop the thinking skills of fifth and sixth graders and to reinforce their mathematics, language arts and study skills, is now available to schools. The series consists of 60, 15-minute programs arranged in clusters. Each cluster centers on a basic thinking skill, such as classifying, collecting information and communicating effectively. Programs within clusters deal with problems children may face in or out of school. Between clusters are special programs that offer aids to problem-solving and complex problems for extended study.

"ThinkAbout" received recently two Golden Eagle Awards for the "Communication Patterns" and "Cultural Patterns" programs.

For more information, write Sylvia Straub or Randolph Pitzer, Agency for Instructional Television, Box A, Bloomington, IN 47402, (812) 339-2203.

### 1981 Student Travel Catalog

The Council on International Educational Exchange (CIEE) announces the publication of the 1981 Student Travel Catalog.

The free catalog includes up-to-the-minute information on Eurail and Britrail passes, low-cost tours of Europe, Israel, Egypt and Greece, car plans, budget accommodations, trip insurance, transatlantic and transpacific air fares and the network of student and youth flights linking cities in Europe, Asia, Africa and Australia. These special student and youth fares, available in the U.S. only through CIEE or its appointed agents, provide air travel around the world at prices below regular air fares. Application forms are included in the catalog for all services listed.

The 1981 Student Travel Catalog may be obtained from CIEE, Dept. STC 81, 205 E. 42nd St., New York, NY 10017, (212) 661-1414. Enclose 50 cents for postage and handling.

### Walt Disney Filmstrips

"Managing On Your Own, A Disney Life Skills Series" from Walt Disney Educational Media Company, presents 10 new filmstrips to help prepare students for their consumer responsibilities in adult life.

The set, which is recommended for grades 7-12, familiarizes students with various aspects of consumerism and gives them needed practical information.

Also available from Walt Disney Educational Media Company is "Nutrition Around The Clock," a new multimedia kit that teaches youngsters the importance of good nutrition early—before they have a chance to develop improper eating habits. Designed for grades K-3, "Nutrition Around The Clock," contains live color filmstrips featuring a cartoon cast of colorful birds as they lead students on a fun-filled nutrition adventure.

All Walt Disney Educational Media are available for a free 30-day trial. Order from Walt Disney Educational Media Company, 500 S. Buena Vista St., Burbank, CA 91521 or call toll free 800-423-2555.

## Read to Your Heart's Content

*"All that people have ever thought, done, or dreamed lies waiting to be discovered in a book."*
*—Charlotte S. Huck*

Students can find valuable experiences within the covers of books. Whether it is the warmth of companionship, the excitement of discovery, the freedom of escape or the emotional release from sharing tears and laughter, books can provide something for everyone. The fostering of a love of reading and the guiding of students to books are important roles of the classroom teacher.

This year Superintendent Argenbright has designated February 13th as "I Love to Read Day" in Montana schools. On this day teachers are encouraged to emphasize reading by participating with their students in special reading related activities.

Some suggested activities for elementary grade level are the following: invite members of the community to tell about their favorite childhood books; have a paperback book exchange; invite your superintendent or principal into your room to share a story with your class; encourage students to share joke and riddle books from the school library; hold a media extravaganza; choose a theme such as tall tales and have the students select a story to read and share with the class.

Suggested activities for secondary grade level are: visit a retirement home and read a short story to the residents; select favorite stories and read or tell them to classes at the elementary school; encourage students to read in supplemental fiction or nonfiction materials related to a content area; create picture books or short stories to be added to the elementary school library; discuss the importance of reading to careers in your content area.

## Alternative Education

The decade of the seventies witnessed new concepts in education, among which was the formation of alternative schools. In Montana, the movement began modestly, usually to provide for students who had become disenchanted with or disenfranchised by the traditional education system.

As these alternative programs developed, each was designed to serve a specific local student population, communication between programs was sporadic, and often diffused by turnover in staffs or in the programs themselves.

Early last November, an effort was made to facilitate greater communication between alternative programs in the form of a Montana Alternative Education Conference which was held in Great Falls, November 13 and 14. Conference hosts were the Alternative Programs of Great Falls Public Schools. The purposes of this conference were to provide a forum for the sharing of ideas among alternative educators, to acquaint the representatives of different programs, as well as the public, with the "state of the art" in various school districts, and to organize the efforts of the various programs with an eye on the future.

Represented programs were introduced and keynote speeches were heard by Dr. Jim Burk, Co-Director of School Community Services, and Pat Feeley, Career Education and ESEA Title IV Consultant.

Participants indicated through a conference evaluation that the most valuable aspects of the conference were the exchange of ideas between programs and the heightened awareness of the variety of alternatives offered in Montana. Several expressed satisfaction that the conference did occur, and many hoped that a newsletter could be initiated so that participants could stay abreast of emergent issues and happenings.

Comments about the conference from several educational leaders who attended indicated a very positive experience and support for alternative education:

*"This type conference was long overdue. It was one of the most enlightening experiences I have had in the last 8 or 10 years. We are planning to develop programs along the lines of those we encountered at the conference." — Walt Laird, Director of Special Services, Billings.*

*"The conference went a long way towards raising the awareness for and the need of various types of Alternative Education." — James Bergene, Assistant Superintendent for Secondary Education, Great Falls.*

*"To the best of my knowledge this was the first conference of this kind in Montana. I believe it was an excellent means of getting educators together to share practical ideas and perspectives on viable alternatives within and outside the traditional schools." — Dr. Jim Burk, Office of Public Instruction.*

Alternative and traditional schools present at the conference were from Billings, Bozeman, Box Elder, Browning, Butte, Great Falls, Havre, Helena, Kalispell, Missoula and Cascade County.

With continued support from the state superintendent's office, local school boards and administrators, alternative education in Montana, and conferences such as last November's, can bring about a well-integrated and needed network of viable educational alternatives for Montana's youth. For more information on Alternative Education, contact Dick Hurd, Jo Hatch or Craig Madsen, Alternative Programs, 915 First Avenue South, Great Falls, 59405, 791-2296 or Dr. Jim Burk, Office of Public Instruction, Helena 59620.

# Teacher Center News

**Calendar of Events**

Asian Refugee Conference, Feb. 20-21, Missoula Vo Tech Center (Friday), Big Sky High School (Saturday), Missoula.

Language Arts/5ocial Studies, Feb. 21, Big Sky High 5chool, Missoula.

Details may be obtained from the Western Montana Teacher Center, 818 Burlington Ave., Room B101, Missoula, 721-1620.

**Summer Hours**

The Western Montana Teacher Center is considering the possibility of remaining open for summer months. If interested in attending summer programs, write or call the center.

**1980-81 Mini-Awards**

The Western Montana Teacher Center's Mini-Award Program funds teachers up to $200 to implement a curriculum development project. Mini-awards are developmental projects intended to help teachers make changes in and/or add new programs which will improve student performance.

Kristi Diehl, Sunset School teacher in Greenough, and Cliff Nelson, Seeley Lake Elementary teacher, were recipients of mini-awards.

Continue to watch for a possible second application period for the Western Montana Teacher Center Mini-Awards.

**Workshop Schedule**

Alternative Action Workshop—Alcoholism, Feb. 7, 14, 21, 8 a.m.-4 p.m.

Fun 'N Games: Cooperative Activities for Elementary School Children, Feb. 11, 4:30-6 p.m.

Enhancing Self-Concept, Feb. 17, 1-4 p.m.

Missoula Language Arts/Social Studies Conference K-12, Feb. 27, 4:30-6 p.m.

Details are available from the Teacher Center for Gallatin County, 615 S. 16th St., Bozeman 59715, 587-8181.

## RHYTHMIC AEROBICS

The Office of Public Instruction and Eastern Montana College will co-sponsor a Rhythmic Aerobics Workshop at Eastern Montana College's physical education center in Billings July 23-25, 1981. Rhythmic aerobics employs dance as a means of physical fitness, is a fun way to fitness and makes fitness a lifestyle. It is an excellent way to make fitness a part of the physical education curriculum either at the elementary or secondary level. This is a two-credit course.

Instructors for the workshop are Nancy Kabriel, originator of Rhythmic Aerobics in 1976 from Tulsa, Oklahoma, and Julie Dasinger, a certified instructor and physical education teacher from Sidney, Montana.

For further information or registration materials, contact HPER Department, Eastern Montana College, Billings, 59101, 657-2370.

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Montana Schools

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# Superintendent's Message

In this, the last issue of ***Montana Schools***, I would like to introduce myself to you, the members and friends of the educational community in Montana. I have been a teacher, principal, superintendent and parent in the schools of Montana. In my campaign for this office, I promised a cost-effective approach to the most effective educational system possible for the students of Montana.

The reason that publication of ***Montana Schools*** is being discontinued is strictly one of economics. In these days of rising costs and static budgets, every public agency must look for ways to offer the best service possible for every available dollar. As my administration matures, I am sure we will come up with better, more efficient ways to disseminate information to you. If you have ideas on how the office can facilitate your work, please let me know.

In these first, rather hectic months of 1981, we in the Office of Public Instruction will spend the greatest share of our time working with legislators on matters of vital interest to Montana education. We are proposing a change in foundation program schedules to help make "equality of educational opportunity" more of a reality for all Montana school districts while still giving some much needed property tax relief to local taxpayers. We hope you will support us in this endeavor.

The number one priority of my office throughout the next four years will be to serve the cause of education in Montana. We hope to increase the number of subject area consultants in the office and to make their assistance more directly available to schools. We will be a service oriented agency open to suggestions and ideas from those we serve.

If we can be of help to you, please let us know.

Ed Argenbright